

# Pizza, Pizza

*Leader*      *Group*

\_\_\_\_\_ has a boy - friend, Piz - za, piz - za, dad - dy - o.

*Leader*      *Group*

How do you know it? Piz - za, piz - za, dad - dy - o.

*Leader*      *Group*

'Cause she told me, Piz - za, piz - za, dad - dy - o.

*Leader*      *Group*

1. Let's rope it! Rope it, rope \_\_\_\_\_ it, dad dy o.  
 2. Let's swim it! Swim it, swim \_\_\_\_\_ it, dad - dy - o.  
 3. Let's \_\_\_\_\_ it! \_\_\_\_\_ it, \_\_\_\_\_ it, dad - dy - o.

*Leader*      *Group*

Let's end it. End it, end \_\_\_\_\_ it, dad - dy - o!

## SINGING

This is a high-energy song that uses only the pitches sol, mi and la and appeals to upper grade students. It is an excellent vehicle for helping upper elementary students identify sol, mi, and la in song literature. It is also a good opportunity to hear students sing individually with minimal self-consciousness because they become so absorbed in the game.

To play the game, the class stands in a circle with a leader in the middle. The class and leader sing their respective parts as indicated. The leader inserts the name of a classmate as the first word of the song, and adjusts the word “boyfriend” as appropriate. The person whose name was sung at the beginning of the song then becomes the new leader and the process is repeated.

Each time “Pizza, Pizza Daddy-o” is sung everyone jumps on each beat, for a total of five beats, or jumps. On the first jump land with feet shoulder-width apart, on the second beat land with legs crossed (it will be awkward), the third beat feet apart, fourth beat legs crossed, and the fifth beat feet apart. Hold this position until “Pizza, Pizza Daddy-o” is sung again. The second time a “Pizza Pizza Daddy-o” phrase is sung the jumping will start from the previous feet-apart position but will end with legs crossed. Part of the challenge of this game is standing with legs crossed until the next “Pizza Pizza” phrase is sung. Repeat the process on each “Pizza” phrase.

On the phrases such as “Let’s rope it,” the leader pantomimes a motion that matches the words (such a swinging a lasso) and the class mimics the motion when they sing. (See also CREATING.) The pacing of the game usually works well if the leader chooses no more than three motions before singing “Let’s end it.”

## PLAYING

Help students find the appropriate pitches for sol, mi, and la on a barred percussion instrument or piano keyboard. Encourage them to figure out how to play the song “by ear.” (See also LISTENING.)

## CREATING

Encourage leaders to create their own words and movements to take the place of the words, “Let’s rope it! Rope it, rope it, daddy-o.” The leader may use any words and motion that fit the existing melody and can be performed comfortably by the class.

## LISTENING

In conjunction with the PLAYING activities, have students work in pairs to listen to each other to identify if they have played the melody correctly. They may be more successful if one student in each pair plays the “leader” phrases and the other plays the “group” phrases.

## CURRICULUM INTEGRATION (Math)

Discuss why students sometimes land with legs crossed at the end of a “Pizza, Pizza” phrase and sometimes with feet apart. (The jumping pattern has an even number of beats and the phrase has an odd number of beats.) Predict which way they will land at the end of each phrase.

**Pizza, Pizza, Daddy-o**